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ABSTRACT

This program guide identifies particular considerations in the organization, operation, and evaluation of diversified cooperative training programs. Contents include information on the following: program content and structure, including program philosophy, program goals, and coordinator's responsibility; a curriculum framework that details major concepts, content, laboratory activities, and intended outcomes; list of student performance standards in 11 areas; and facilities design criteria, suggested equipment and supplies, and safety. A student learning guide and student organization participation are suggested to aid in program implementation. Information on teacher certification and addresses of professional organizations and support services are provided. An instructional resources section lists sources of print and audiovisual materials and software, teacher-recommended materials, teacher-recommended resources by subject, and Florida Educational Information Service services. Appendixes include a sample student learning guide with learning activities and resources, instruction sheets, and self-check with answer key and sample forms such as student applications, training agreements, and evaluation forms. A Career Merit Achievement Plan is attached. It displays the student performance standards required for entry into the work force as a diversified cooperative trainer and provides for documentation of students' level of achievement. (YLB)

ED358348

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

DIVERSIFIED COOPERATIVE TRAINING

U.S. DEPARTMENT OF EDUCATION
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Florida Education Center
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FLORIDA VOCATIONAL
PROGRAM GUIDE FOR

DIVERSIFIED COOPERATIVE TRAINING

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1990

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INTRODUCTION

The *Florida Vocational Diversified Cooperative Training Program Guide* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Diversified Occupations in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the elements involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide (FVPIG)*, **which should be considered an essential companion piece to this document.** The *FVPIG* contains information on the following:

- the importance of, as well as development strategies for, student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program evaluation requirements
- in-depth program-component description

This *Florida Vocational Program Guide for Diversified Cooperative Training* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide helps ensure equivalency. Diversified Cooperative Training programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Diversified Cooperative Training program is based on general occupational competencies and employability skills required for entry into the job market. Employment-related instruction develops more specific competencies directly related to occupations in which the students are employed.

The Diversified Cooperative Training program includes both in-school instruction and paid, on-the-job training that provide students with information and job requirements for the occupation in which they are employed. This program provides students with an initial exposure to the skills and attitudes associated with a chosen career. The skills and attitudes related to these careers are indicated as intended outcomes in the Curriculum Framework of this guide.

Program Philosophy*

The Diversified Cooperative Training program is based upon the belief that students, through the cooperative efforts of home, school, business, and the community, will have the opportunity to become contributing citizens in our society. The student will attain vocational competencies and develop interests, skills, and attitudes through coordination of directed study and supervised occupational skills development.

Program Goals*

The goals of the Diversified Cooperative Training program are the following:

- to prepare the individual for employment through experiences provided by the cooperative method
- to correlate knowledge and skills gained through job training and class instruction
- to help the individual understand and participate in the free enterprise system
- to improve personal attitudes and develop satisfactory behavioral patterns
- to provide for social growth and development
- to develop the student's employability skills for job placement and advancement
- to develop the basic skills and knowledge necessary for entrance and placement in an occupation
- to provide the student with actual work experience for the development of a realistic understanding of the world of work
- to assist the student in the transition from school to work

**Coordinator's Handbook*. Division of Vocational Education, Florida State Department of Education, 1978, p.3.

The Coordinator's Responsibility**

A partial list of the responsibilities of the Diversified Cooperative Training coordinator includes the following:

- guiding and selecting students
- placing students at training stations
- assisting students in adjusting to the work environment
- improving training done on the job
- correlating classroom instruction with on-the-job training
- assisting students in making personal adjustments
- directing the vocational youth organization
- providing services to program graduates
- keeping professionally updated
- maintaining accountability
- maintaining contact with the business/industry community

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Courses Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Diversified Cooperative Training courses as listed in the official *Vocational Education Program Courses Standards* document. Since these SPSs are continually updated, you should check each year with your district's DCT supervisor or the regional program specialist for a current version.

***Curriculum Guide: Diversified Cooperative Training.* Broward County Public Schools, 1988, pp. 2-3.

CURRICULUM FRAMEWORK

PROGRAM AREA: Diversified Occupations

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July 1990

PROGRAM TITLE: Diversified Cooperative Training

CODE NUMBER: Secondary 8303000 Postsecondary COE0990

Florida CIP 1098.8610CP

SECONDARY SCHOOL CREDITS Multiple COLLEGE CREDITS __

POSTSECONDARY ADULT VOCATIONAL CREDITS _X_

APPLICABLE LEVEL(S): __7-9 ___9-12 _X_ Postsecondary Adult Vocational

___ Postsecondary Vocational _X_ Other 10-12, 30, 31

CERTIFICATION COVERAGE: COOR DCT @4 @7 COOP TEACH @7
SPECIALIZ TC @7
Any vocational class coverage/TC COOP ED E

I. **Major Concepts Content.** The purpose of this program is to provide students with selected occupational skills through employment-related instruction and concurrent paid, on-the-job training supervised by the employer and the teacher-coordinator.

Employment-related instruction is in-school instruction which develops competencies directly related to the occupation in which the student is employed. Supervised on-the-job training provides opportunities for planned instructional activities and student evaluation in a specified job setting.

Listed below are the courses that comprise this program when offered at the secondary level:

8303010 Diversified Cooperative Training 1
8303020 Diversified Cooperative Training 2
8300410 Diversified Cooperative Training-OJT

II. **Laboratory Activities.** Laboratory activities provided through on-the-job training are an integral part of this program. Supervised on-the-job training, governed by a training agreement and an individualized training plan signed by the employer,

teacher, and student, is used in the classroom and on the job to enable the student to attain the competencies required for the selected occupation. The training plan shall include instructional objectives and a list of on-the-job and in-school learning experiences.

III. **Special Note.** The Cooperative Education Clubs of Florida is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

It is recommended that for every fifteen students (or portion thereof) enrolled in the DCT program, the teacher-coordinator be given a minimum of one hour of OJT-coordination release time so that he or she can visit students on the job to manage the cooperative method of instruction effectively.

The teacher-coordinator will visit each training agency a minimum of twice during each grading period for the purpose of evaluating the student's progress in attaining the competencies listed in the training plan.

Supervised on-the-job activities may be continued as a summer learning experience without classroom instruction for students who participated in the school and on-the-job instructional activities during the school year immediately preceding the summer assignment for students.

For students who will be entering the program for the first time during the summer, supervised on-the-job training shall be offered concurrently with enrollment in Diversified Cooperative Training 1 or 2.

If this program is offered for 450 hours or more, in accordance with **Section 233.0695 F.S.**, the minimum basic skills grade level required for this postsecondary adult vocational program is: Mathematics 6.0, Language 6.0. This grade-level number corresponds to a grade-equivalent score obtained on a state-designated basic skills examination.

The particular outcomes and student performance standards that the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

IV. **Intended Outcomes.** After successfully completing this program, the student will be able to:

01. Demonstrate employability skills.
02. Demonstrate proficiency in applying basic communication skills.
03. Demonstrate proficiency in applying basic math skills.
04. Demonstrate leadership skills.
05. Develop interpersonal, problem-solving, and decision-making skills.
06. Demonstrate proficiency in applying technical skills.
07. Demonstrate competency in a specified occupational area.

08. Understand the importance of personal career growth.
09. Demonstrate an understanding of basic economic and entrepreneurship principles.
10. Perform designated job skills.
11. Demonstrate work ethics.

STUDENT PERFORMANCE STANDARDS | EFFECTIVE DATE: July 1990

PROGRAM AREA: Diversified Occupations | SECONDARY NUMBER: 830300

PROGRAM TITLE: Diversified Cooperative Training | POSTSECONDARY NUMBER: COE0990

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Identify the sources used in a job search.
- 01.02 Identify appropriate dress and grooming.
- 01.03 Identify the steps in applying for a job.
- 01.04 Identify documents that may be required when applying for a job.
- 01.05 Prepare a resume and letter of application.
- 01.06 Complete a job application form and a W-4 form correctly.
- 01.07 Demonstrate competency in job interview techniques.
- 01.08 Identify acceptable work habits and work ethics.
- 01.09 Demonstrate knowledge of how to make job changes appropriately.
- 01.10 Identify elements of a healthy life-style.
- 01.11 Describe child labor laws.

02.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC COMMUNICATION SKILLS--The student will be able to:

- 02.01 Explain the importance of effective communications.
- 02.02 Identify methods to improve speaking skills.
- 02.03 Prepare and deliver a speech to an audience.
- 02.04 Identify methods to improve listening skills.
- 02.05 Identify methods of nonverbal communications.
- 02.06 Demonstrate appropriate business language in placing and receiving telephone calls.
- 02.07 Write effective business letters and memorandums.
- 02.08 Carry out written and oral instructions.
- 02.09 Participate in large- and/or small-group discussion.

03.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC MATH SKILLS--The student will be able to:

- 03.01 Prepare a Federal Income Tax form.
- 03.02 Specify the difference between gross pay and net pay.
- 03.03 Describe the deductions that may be made from a paycheck.
- 03.04 Prepare a budget.
- 03.05 Demonstrate banking skills.

04.0 DEMONSTRATE LEADERSHIP SKILLS--The student will be able to:

- 04.01 Describe the qualities of an effective leader.
- 04.02 Explain the different types of leadership.
- 04.03 Identify the opportunities available for the development of leadership skills.

04.04 Demonstrate the appropriate use of parliamentary procedure.
04.05 Identify purposes and functions of professional and youth organizations.
04.06 Identify roles and responsibilities of members.
04.07 Work cooperatively as a group member to achieve organizational goals.

05.0 DEMONSTRATE INTERPERSONAL, PROBLEM-SOLVING, AND DECISION-MAKING SKILLS--The student will be able to:

05.01 Describe the basic nature of self-understanding.
05.02 Define and identify positive personality traits.
05.03 Identify behavior that promotes effective human relations.
05.04 Identify appropriate responses to criticism.
05.05 Demonstrate the steps necessary for solving problems and making decisions.
05.06 Set personal goals and develop a plan of action to achieve those goals.

06.0 DEMONSTRATE PROFICIENCY IN APPLYING TECHNICAL SKILLS--The student will be able to:

06.01 Define basic computer terminology.
06.02 Operate a computer by performing the steps necessary to produce a hard copy.
06.03 Identify electronic equipment that influences communication skills in the workplace.
06.04 Identify electronic equipment that influences computational skills in the workplace.

7.0 DEMONSTRATE COMPETENCY IN A SPECIFIED OCCUPATIONAL AREA--The student will be able to:

07.01 Identify the job tasks that must be performed in the specified occupation (training plan).
07.02 Demonstrate knowledge in the specified occupation (job-specific, in-school instruction).
07.03 Identify safety procedures in the specified occupation.
07.04 Maintain appropriate employment records.
07.05 Identify the organizational structure for the specified occupation.

08.0 UNDERSTAND THE IMPORTANCE OF PERSONAL CAREER GROWTH--The student will be able to:

08.01 Assess personal abilities and interests.
08.02 Explain the relationship between life roles and careers.
08.03 Explain the continuous change in male and female roles, and how these changes affect career decisions.
08.04 Identify a career objective.
08.05 Identify sources of information concerning a career.
08.06 List the skills, attitudes, and information needed for a successful career.
08.07 List the rapid changes occurring in the workplace.
08.08 Identify the long-range outlook for various careers.

08.09 Explain the importance of updating occupational skills and knowledge through continued education and training.

09.0 DEMONSTRATE AN UNDERSTANDING OF BASIC ECONOMIC AND ENTREPRENEURSHIP PRINCIPLES--The student will be able to:

09.01 Describe the economic system of the United States of America.
09.02 State how forces in our mixed economy affect business.
09.03 Identify and compare the various types of business ownership.
09.04 List the purposes of unions.
09.05 Explain the benefits of Social Security and the manner in which it is funded.
09.06 Assess the effect of credit in our economic system.
09.07 Identify how economic losses are shared through insurance.
09.08 Define *entrepreneurship*.
09.09 Describe the importance of entrepreneurship to the American economy.
09.10 List the advantages and disadvantages of business ownership.
09.11 Identify the risks and responsibilities of business ownership.
09.12 Describe the procedures involved in organizing a business.
09.13 Identify the necessary personal characteristics of a successful entrepreneur.
09.14 Identify the business skills needed to operate a small business efficiently and effectively.

10.0 PERFORM DESIGNATED JOB SKILLS--The student will be able to:

10.01 Demonstrate job-performance skills as outlined on the training plan.
10.02 Apply safety procedures on the job.
10.03 Display an acceptable level of productivity.
10.04 Demonstrate appropriate dress and grooming habits.
10.05 React appropriately to constructive criticism.
10.06 Communicate effectively with customers and clients.
10.07 Communicate effectively with employer and co-workers.
10.08 Perform some tasks without direction.
10.09 Demonstrate decision-making and problem-solving skills.
10.10 Demonstrate punctuality and reliability by working as scheduled.
10.11 Demonstrate interest and enthusiasm for the job and for the training station.

11.0 DEMONSTRATE WORK ETHICS--The student will be able to:

11.01 Demonstrate ethical practices (e.g., honesty and integrity).
11.02 Follow directions.
11.03 Interact professionally with employer and co-workers.
11.04 Interact professionally with customers and clients.
11.05 Display a positive attitude toward the job.
11.06 Demonstrate loyalty to the training station.

FACILITIES

Design Criteria

Listed below are the minimum, normal, and maximum space requirements for new Diversified Cooperative Training instructional programs, given in square feet.

DEDICATED SPACE
(in square feet)

	Per Student or Teacher			Total (Based on 24 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Laboratory	42	44	46	1008	1056	1140
Office Space	100	105				
Storage				120	125	130

Suggested Equipment and Supplies

The following list indicates *suggested* equipment and supplies and is *not* comprehensive. General classroom equipment, such as desks and tables, and general supplies have not been included here.

access to copying machine
access to video camera
calculators, electrical print (6)
cart for tv and vcr
cassette tape recorder
compatible computer printer
computer desks or tables
cordless portable mike
filmstrip and cassette combination projector
mirror (mirrored alcove)
movie projector, 16mm film (self-threading)
overhead projector
personal computer(s) with monitor(s)
portable speaker rostrum, 18" x 24"
preprinted forms for the cooperative education portion of ojt, such as time cards, training agreements, student agreements, job search cards, etc.
projection cart
self-correcting, dual-pitch electric typewriters (2)
telephone in classroom
television set and videocassette recorder-player

Safety

The Florida State Board of Education has established rules for the operation of public schools. Chapter 6A-2 in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilities, with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Diversified Cooperative Training programs, it is recommended that strict adherence to the general standards as outlined in these rules be practiced (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire-evacuation plan).

Student Learning Guide

A sample student learning guide is provided in Appendix A as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information, see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Diversified Cooperative Training program is Cooperative Education Clubs of Florida (CECF). This organization is cocurricular and is considered an integral part of the instructional program. Each year CECF conducts a variety of competitive events for students. For more information, contact:

William Harnage
State Advisor for CECF
Florida Department of Education
Suite 1224
Florida Education Center
Tallahassee, FL 32399

PROFESSIONAL CONSIDERATIONS

Teacher Certification

Listed below are the certification coverages included in the current *Course Code Directory* for Diversified Cooperative Training and Cooperative Diversified Education:

COOR DCT @4 @7
COOP TEACH @7
SPECLIZ TC @7

Any vocational class coverage/TC COOP ED E

Professional Organizations and Support Services

American Vocational Association (AVA)
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Association for Supervision and Curriculum Development (ASCD)
125 North West Street
Alexandria, VA 22314
(703) 549-9110

Cooperative Work Experience Education Association
c/o Mary J. Thompson
Center for Vocational and Adult Education
Auburn University
Auburn, AL 36849
(205) 826-4431

Diversified Cooperative Training Association of Florida (DCTAF)
Michele Sonnenfeld, President
7309 Summerbridge Dr.
Tampa, FL 33634

Florida Vocational Association
1420 North Paul Russell Road
Tallahassee, FL 32301

Workplace Education
P.O. Box 1578
Montclair, NJ 07042

Local (county) vocational associations

District supervisors or directors in vocational education

INSTRUCTIONAL RESOURCES

Listed on the following pages are resources that are available for DCT. Additional resources may be available from other sources including professional and trade organizations. You are encouraged to seek catalogs from these publishers and institutions so that you become familiar with current available materials.

Sources of Print and Audiovisual Materials and Software

	Print	Audiovisual	Software
American Technical Publishers, Inc. 12235 S. Laramie Avenue Alsip, IL 60658	X	--	--
American Technical Society 5608 Stony Island Avenue Chicago, IL 60637	X	X	X
Arkansas Department of Education Division of Vocational and Technical Education Media Implementation Center 7707 1/2 Scott Hamilton Drive Little Rock, AR 72209	--	X	--
Bennett Books Charles A. Bennett Co., Inc. 808 W. Detweiller Drive Peoria, IL 61615	X	--	--
Bobbs-Merrill Educational Publishing 4300 W. 62nd Street Indianapolis, IN 46468	X	--	--
Career Aids, Inc. 8950 Lurline Avenue Dept. S1230 Chatsworth, CA 91311	X	X	X
Careers, Inc. P.O. Box 135 1211 10th Street SW Largo, FL 33540	X	--	--
CBI Publishing Company 51 Sleeper Street Boston, MA 92210	X	--	--

	Print	Audiovisual	Software
Central Audio Visual, Inc. P.O. Box 22281 Fort Lauderdale, FL 33316	--	X	--
Delmar Publishers, Inc. 2 Computer Drive West Box 15-015 Albany, NY 12212-5015	X	--	--
East Texas State University 1. Educational Development and Training Center 2. Secondary and Higher Education 3. Occupational Curriculum Laboratory Commerce, TX 75428	X	X	--
EMC Publishing Changing Times Education Service 300 York Avenue St. Paul, MN 55101 (800) 328-1452	--	--	X
Florida Department of Education Division of Vocational, Adult, and Community Education Florida Education Center Tallahassee, FL 32399-0040	X	X	X
Glencoe Publishing Company Bennett and McKnight Division Front and Brown Streets Riverside, NJ 08075	X	X	--
The Goodheart-Willcox Co., Inc. 123 W. Taft Drive South Holland, IL 60473 (800) 323-0440	X	--	--
Guidance Associates Communications Park Box 3000 Mount Kisco, NY 10549-0900	--	X	--
Houghton Mifflin Co. One Beacon Office Boston, MA 02107	X	--	--

	Print	Audiovisual	Software
Harcourt, Brace, & Jovanovich, Inc. Orlando, FL 32887	X	--	--
Internal Revenue Service P.O. Box 35045 Jacksonville, FL 32202	X	X	X
Iowa State University College of Family & Consumer Sciences Ames, IA 50011	X	--	--
Janus Book Publishers, Inc. c/o Beverly F. Duncan P.O. Box 80 Ft. Lauderdale, FL 33302-0080 (800) 330-8988	X	--	--
Johnson/Rudolf c/o Beverly F. Duncan P.O. Box 80 Fort Lauderdale, FL 33302-0080 (800) 330-8988	--	X	--
Kentucky Department of Education Competency Based Vocational Education Unit Division of Material and Curriculum 1912 Capital Plaza Tower Frankfort, KY 40601	X	--	--
McGraw-Hill Gregg Division P.O. Box 401 Hightown, NJ 08520 (800) 334-7344	X	--	--
McKnight Publishing Co. P.O. Box 2854 Bloomington, IL 61701	X	--	--
Microcomputer Educational Programs 157 S. Kalamazoo Mall, Suite 250 Kalamazoo, MI 49007 (800) 421-4157	--	--	X
Mid-American Vocational Curriculum Consortium 1515 West 6th Avenue Stillwater, OK 74074	X	--	--

	Print	Audiovisual	Software
Midwest Agribusiness Services, Inc. 6739 Glacier Drive West Bend, WI 53095-9360	--	--	X
Oakland University School of Human and Educational Services Continuum Center Rochester, MI 48063	X	--	--
Ohio State University Instructional Materials Lab 842 West Goodale Columbus, OH 43212	X	--	--
Ohio State University Ohio Agricultural Ed. Curriculum Materials Service Room 254 2320 Fyffe Road Columbus, OH 43210-1099	X	--	--
Oklahoma State Department of Vocational and Technical Education 1500 West Seventh Avenue Stillwater, OK 74074-4364	X	--	--
Oklahoma State University 1515 West Sixth Avenue Stillwater, OK 74074	X	--	--
Prentice-Hall, Inc. 200 Old Tappan Road Old Tappan, NJ 07632	X	--	--
Pyramid Publications 4022 Hayward Avenue Baltimore, MD 21215	X	--	--
Southern Illinois University American Technical Society Carbondale, IL 62901	X	--	--
South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227 (800) 543-7972	X	X	X

	Print	Audiovisual	Software
Systems Design Associates 723 Kanawha Boulevard E Charleston, WV 25301	--	--	X
Texas A & M University Vocational Instructional Services F.E. Box 182 College Station, TX 77843-2588	X	--	--
Trade and Industrial Education 202-B Skyland Boulevard Tuscaloosa, AL 35405	X	--	--
United States Department of Labor Bureau of Labor Statistics 1371 Peachtree Street Atlanta, GA 30309	X	--	--
University of Alabama Department of Tech. & Indus. Ed. University, AL 35486	X	--	--
University of Kentucky Curriculum Development Center Kentucky Department of Education Frankford, KY 40601	X	--	--
University of Missouri Instructional Materials Laboratory 10 Industrial Education Building Columbia, MO 65211	X	--	--
University of Texas Extension Instruction and Materials Center P.O. Box 7218 Austin, TX 78713-7218	X	--	X
West Publishing Company 50 West Kellogg Boulevard P.O. Box 64526 St. Paul, MN 55164-1003	X	--	X
Western Illinois University Curriculum Publications Clearinghouse 46 Horrabin Hall Macomb, IL 61455	X	--	X

Teacher-Recommended Materials

PRINT

Author	Title	Publisher	Year
Campbell, Richard and Thompson, Mary J.	*Working Today and Tomorrow*	EMC Publishing	1987
Daughtrey, Ristau, and DeBrum	*General Business for Economic Understanding*	South-Western Publishing Co.	1981
Daggett, Willard R.	*Dynamics of Work*	South-Western Publishing Co.	1984
Daggett, Willard R. and Marrazo, Martin J.	*Solving Problems/Making Decisions*	South-Western Publishing Co.	1983
Florida Educational Information Service	Diversified Cooperative Training: A Bibliography	Florida Department of Education	1987
Goldein, Nancy	*Dress Right for Business*	McGraw-Hill Book Co.	1986
Gooch, Bill G., Carrier, Lois, and Huck, John	*Work: Pathway to Independence*	American Tech. Society	1979
Hamill, Mary Lou and Brennecke, Judith Staley	*Decisions: Making Personal Economic Decisions*	EMC Publishing Co.	1985
Hohhertz, Durwin	*Basic Life Skills for Cooperative Part-Time Training*	East Texas State University	1983
Hohhertz, Durwin	*Job-Related Instruction for Cooperative Part-Time Training*	East Texas State University	1982
Hohhertz, Durwin	*Personal Development for Cooperative Part-Time Training*	East Texas State University	1981

Hutt, Roger W.	*Entrepreneurship: Starting Your Own Business*	South-Western Publishing Co.	1988
Iowa State University	*Balancing Work and Family*	Iowa State University	1988
Kimbrell, Grady and Vineyard, Ben	*Succeeding in the World of Work*	McGraw-Hill	1986
Littrell, J. J.	*From School to Work*	The Goodheart-Willcox Company, Inc.	1984
Morton, John S. and Rezny, Ronald R.	*Consumer Action: Personal Business Management*	Houghton Mifflin Company	1983
Nelson, Frank W.	*Group Instruction for Cooperative Training*	Oklahoma State Department of Vo-Tech Ed.	1983
Olinzock, Anthony A. and Santos, Otto Jr.	*Microcomputer Activities for the Office*	South-Western Publishing Co.	1989
Robert, Henry M.	*Robert's Rules of Order: Newly Revised*	various publishers	1985
Ryan, Joan S.	*Managing Your Personal Finances*	South-Western Publishing Co.	1990
Ryan, Joan S.	*Personal Business Management*	South-Western Publishing Co.	1986
Short, Frank	*Understanding and Using Appleworks*	West Publishing Company	1987
Stull, William A., and Zedlitz, Robert H.	*Cooperative Work Experience Manual*	South-Western Publishing Co.	1984
United States Employment Standards Administration	*Child Labor Requirements in Nonagricultural Occupations*	GPO Item No: 777-B	1985

United States Dept. of Labor	*Dictionary of Occupational Titles*	United States Dept. of Labor	1989
United States Dept. of Labor	*Occupational Outlook Handbook*	United States Dept. of Labor	1986

AUDIOVISUAL

Title	Format	Source	Year
Banking and Banking Services	filmstrip	Changing Times Education Service	1976
The Employment Interview for High School Students	videotape	Johnson/Rudolf Video Productions	1987
Free Enterprise in America (Vol. 1-3)	filmstrips	South-Western Publishing Co.	1986
Open for Business	videotape, workbook	McGraw-Hill	1972
So You Want to Use Credit	filmstrip	Changing Times Education Service	1972
Understanding Taxes	videotape, workbook	Internal Revenue Service	1984

SOFTWARE

The committee has recommended a few specific titles, but most of the following list is made up of various *kinds* of software, rather than specifics. The software chosen will depend on the computer equipment that is available at the particular school.

Title	Format	Sources	Year
Business Quiz (various topics)	IBM, Apple	Midwest Agribusiness Services	1989
TIPS for Successful Employment and Living	IBM, Apple	Florida Department of Education	1990
Working Today and Tomorrow		EMC Publishing	1986

Title	Format	Sources	Year
Word processing software (for letters of application, resumes, reports)			
Database software (to keep records of students, employees)			
Printshop or *Printmaster* (signmaking software)			
Spreadsheet software (for grades, budgets, etc.)			

MISCELLANEOUS AND NONCOMMERCIAL MATERIALS

ABCs of Parliamentary Procedure
Florida Power and Light
(free pamphlet)

Broyhill Leadership Camps (held yearly)
Tomorrow's America Foundation
P.O. Box 37106
Charlotte, NC 38327
(handbook, audiotapes are part of training materials)

Career Interest Survey
Glencoe Publishing
Front and Brown Streets
Riverside, NJ 08075

School District of Hillsborough County
A Resource Guide and LAPs for Diversified Cooperative Training
Contact: Richard Powell
(813) 238-9721
(individual modules)

School Board of Alachua County
Cooperative Education
620 East University Avenue
Gainesville, FL 32601
Contact: Glen Moore
(forms for DCT and Cooperative Ed.)

School Board of Broward County
Vocational, Technical, and Adult Ed. Section
701 South Andrews Avenue
Ft. Lauderdale, FL 33326
(individualized units)

Toastmasters International Youth Leadership Program
P.O. Box 10400
Santa Ana, CA 92711
(or contact local Toastmasters Organization)

Teacher-Recommended Resources, by Subject

The following list includes resources suggested for preparing for competitive events (indicated with *) and for individualized instruction.

Subject	Author/Title	Publisher/Year
Accounting	*Swanson, et.al., *Century 21 Accounting*	South-Western Publishing Company (1988)
Agriculture	*Weaver, et.al., *Accounting Systems and Procedures*	McGraw-Hill, Gregg Division (1988)
Business Communication	*Burtness and Hulbert, *Effective Business Communication*	South-Western Publishing Company (1985)
	*Brown, Alvin R., *Spelling: A Mnemonics Approach*	South-Western Publishing Company (1985)
	Communications	Oklahoma State Department of VTE (1982)
Business, General	*Bittle, Burt, and Bilbree, *Business in Action*	McGraw-Hill
	Filing	Oklahoma State Department of VTE (1981)
	General Clerical Duties	Oklahoma State Department of VTE (1981)
	Office Machines	Oklahoma State Department of VTE (1981)
	Typing	Oklahoma State Department of VTE (1981)
Cashier	*Doehring, M. Gene, *Cashier Clerk*	South-Western Publishing Company (1983)
	**The Cashier*	McGraw-Hill Publishing Company (1984)
Child Care	*Brisbane, Holly E., *The Developing Child*	Glencoe Publishing Company (1988)

Subject	Author/Title	Publisher/Year
Clerk Typist	*Burtness and Hulbert, *Effective Business Communication*	South-Western Publishing Company (1985)
	*any standard office procedures text and any standard typewriting text	
Computer Literacy	*Clark-White, *Computer Confidence: A Challenge for Today*	South-Western Publishing Company (1986)
Construction	**Construction: Materials, Methods, Careers*	Goodheart-Willcox Company, (1983)
Dental Care	*Anderson and Burkard, *The Dental Assistant*	Delmar Publishers, Inc. (1987)
Employability Skills	*Employability Skills Series* (various titles)	Florida Department of Education (1990)
	Critical Steps of Job Interviewing	Oklahoma State Department of VTE (1988)
Etiquette	Post, Emily *Complete Encyclopedia of Etiquette*	
Food Service	*Hohhertz, Durwin, *Fast Food Occupations* (TI-155-TG)	East Texas State University (1980)
	*Hohhertz, Durwin, *Commercial Restaurant Occupations* (TI-154-TG)	East Texas State University (1980)
	*Cornelius, Ethelwyn G., *Food Service Careers*	Glencoe Publishing Company (1979)
	*any text covering nutrition, menu planning, sanitation, and safety	
Free Enterprise	*Peterson-Lewis, *Economics: The Free Enterprise System*	South-Western Publishing Company (1985)

Subject	Author/Title	Publisher/Year
	*Hutt, Roger W., *Entrepreneurship: Starting Your Own Business*	South-Western Publishing Company (1988)
	*any text which adequately covers entrepreneurship	
Health Occupations	*Simmers, *Diversified Health Occupations*	Delmar Publishers (1988)
	Allied Health Careers	Oklahoma State Department of VTE (1988)
	Medical Assistant	Oklahoma State Department of VTE (1981)
	IV Therapy	Oklahoma State Department of VTE (1983)
Occupational Math	*Fairbanks and Schultheis, *Applied Business Mathematics*	South-Western Publishing Company (1985)
Parliamentary Procedure	*Robert, Henry M., *Robert's Rules of Order: Newly Revised*	various publishers
Teaching Aids and References	*Group Instruction for Cooperative Programs*	Oklahoma State Department of Education (1978)
	Cooperative Education Coordinator's Handbook	Oklahoma State Department of VTE (1978)

FEIS Services

FLORIDA EDUCATIONAL INFORMATION SERVICE
2003 Apalachee Parkway
Tallahassee, FL 32301
(904) 487-2054

If you need (1) information about copyright; (2) a list of instructors teaching Diversified Cooperative Training programs in Florida; (3) journal articles or project reports on specific topics; (4) curriculum and instructional materials; or (5) information on current trends, issues, and research, please contact the Florida Educational Information Service (FEIS), Center for Instructional Development and Services, College of

Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32301, (904) 487-2054. FEIS will tailor its services to meet your needs for information concerning resource materials.

APPENDIX A

Sample Student Learning Guide
for
Diversified Cooperative Training

09.0 DEVELOP APPROPRIATE GROOMING HABITS

PROCEDURE

LEARNING ACTIVITIES	RESOURCES
1. Read Resource No. 1 to become familiar with aspects of good grooming. 2. Evaluate your knowledge by completing the Self-Check.	1. Instruction Sheet enclosed. Looking Good 2. Self-Check enclosed.

Adapted from material produced by Ridge Vocational Technical Center, © 1980. Used with permission.

Looking Good

"What I wear is my own business!" That may be true in your personal life, but on the job, it's your employer's business, too. Workers who think that clothes, grooming, personal habits, and general health can't help - or hurt - when trying to get a good job are only kidding themselves. In fact, some employers rate their workers' appearance and grooming habits on employee evaluation forms, and use these evaluations in deciding who will get a raise or promotion. Grooming and dressing are important for two reasons:

1. for safety (they want to protect their employees from injury).
2. for appearance (they want their employees to look good).

SAFETY **APPEARANCE**

"Why should my appearance matter? I get my work done, and I do a good job!" Employers know that customers and co-workers expect to deal with people who are clean, healthy looking, and neatly dressed. They also know that people sometimes judge a company by the appearance of its workers. For these reasons, most employers insist that their workers have good grooming habits.

Personal appearance can help a worker's chances for promotion. Things like proper weight, good posture, and pleasant manners can be very important, especially in businesses where the employee must work with the public. Sometimes nervous personal habits (like smoking, chewing gum, cracking knuckles, or biting fingernails) can keep workers from jobs where they must represent the company to the public.

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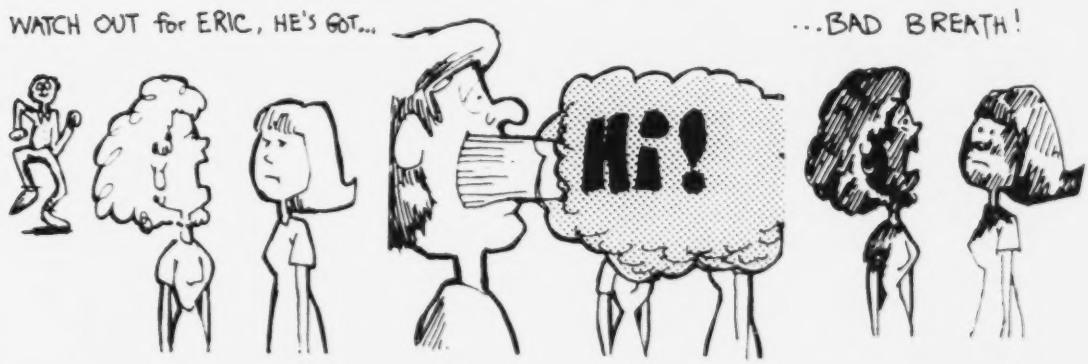
The most important rule in good grooming is cleanliness: hair, clothes, body, fingernails, breath. But there are other grooming rules a new worker needs to think about, such as proper dress. Some companies provide or require uniforms for their employees. Others have dress codes. These are rules or guidelines of what to wear, including clothes, jewelry, and hairstyles. For example, many employers prefer female workers to wear very little makeup and jewelry to work. They may ask their male employees to be clean shaven or to wear only short, well-trimmed beards or moustaches. Dress codes like these are chosen to improve the appearance of employees.



Employers also choose dress codes or uniforms for their workers' safety. Steel-toed shoes, protective eye goggles, and rubber gloves are safety wear required on some jobs. For people who work with machines, long hair can be a safety hazard. Dress codes that require short hair (or require hair to be pulled back) are designed to prevent accidents.

Not all dress codes are written down. Some are just understood. For example, dirty hair and wrinkled clothes with missing buttons are never proper dress. Heavily scented colognes and after-shaves are better worn after hours and not to work. For some kinds of work, blue jeans are fine, but they are not suited for all jobs. In the same way, there are jobs where a business suit would be out of place.

The general dress code for any job is to dress neatly and appropriately. This means wearing the clothes, jewelry, and hairstyle suited for the kind of work you do.

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SELF-CHECK: KNOWLEDGE OUTCOME RVTC

DIRECTIONS:

Evaluate your knowledge by answering True or False to the items below on a separate sheet of paper.

1. Two reasons why grooming and dress are important are safety and appearance.
2. The most important rule in good grooming is cleanliness.
3. Dress codes are guidelines of what employees should not wear.
4. Dress codes are enforced only because of safety hazards occurring.
5. The general dress code for any job is to dress neatly and appropriately.

Now check your answers with the Answer Key.

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ANSWER KEY

1. T
2. T
3. F
4. F
5. T

Appendix B

Sample Forms*

*The following forms have been kindly provided by the district vocational supervisors of Alachua and Hillsborough counties. They are included as samples only, but may be adapted by others. Because guidelines and policies may differ from district to district, please be sure that you (the instructor or principal) incorporate those guidelines and policies of your district.

School Board of Alachua County

STUDENT APPLICATION

COOPERATIVE EDUCATION

DATE _____

NAME _____

CURRENT GRADE LEVEL _____

Form No. VOC 878 006
New Date 9/9/87

APPROVED _____ PENDING _____ DISAPPROVED _____

(Attach school records, transcript, etc.)

Indicate your ***present*** class schedule below.

Period	Subject	Grade	Room No.	Teacher
1				
2				
3				
4				
5				
6				
7				

Please print neatly in ink

CBE ☐
Co-op Ag ☐
DCT ☐

Photograph
(Optional)

Name

Address

City Zip

Date of Birth

Telephone

Social Security No

Family Doctor/ Telephone

Church Preference (optional)

Explain any physical limitations

Father s Name Employer Position Telephone

Mother s Name Employer Position Telephone

Guardian s Name Employer Position Telephone

Is it necessary for you to contribute to your support at this time? ☐ Yes ☐ No

What promoted your interest in this program?

Have you discussed this program with your parents? ☐ Yes ☐ No

What high school subjects do you like best?

Which do you like least?

Number of absences last semester?_____ the current semester?_____

(Explain excessive absences)

List all the subjects you need to graduate

List extracurricular activities in which you have taken part

How do you spend your leisure time?

Transportation City Bus ☐ Car ☐ Walk ☐ Other

CHARACTER REFERENCES *(Do not list relatives or personal friends.)*

Name	Address	Telephone

FORMER EMPLOYERS

Company	Address	Supervisor	Telephone	Position

PRESENT EMPLOYMENT

Company	Address	Supervisor	Telephone	Position

In what type of occupation do you desire training? _____

List special skills _____

Would you like to be placed with a specific company? _____

Name and address of company _____

Contact Person _____ Telephone _____

PLANS AFTER HIGH SCHOOL

WORK
Part-time ☐
Full-time ☐

COLLEGE
Name _____
Tentative Major _____

MILITARY _____

OTHER _____

The School Board of Alachua County will enroll students in Cooperative Education Programs without regard to race, color, religion, national origin, handicap, marital status and/or sex.

I HEREBY CERTIFY that the above and foregoing information is true and correct to the best of my knowledge and belief.

_____ Parent's Signature

_____ Student's Signature

School Board of Alachua County — Vocational Department

TRAINING AGREEMENT FOR COOPERATIVE EDUCATION STUDENTS

DATE _____

I intend to employ _____
(First Name) (Middle) (Last Name) (Date of Birth) (Age) (Telephone No.)

_____
(Number & Street) (City) (Zip) (School) (Coordinator) (Telephone No.)

in capacity of _____ Beverage License _____ Type _____
(Duties of Minor) (Type of Industry) (Yes, No)

_____
(Name of Firm) (Street Address) (City) (Telephone No.)

for not more than six (6) days per week, ____ hours per day, between the hours of _____(a.m./p.m.) and _____(a.m./p.m.) when school is in session, and between the hours of _____(a.m./p.m.) and _____(a.m./p.m.) when there is no school scheduled the next day.

EMPLOYER'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: The employer agrees to place the trainee in the work specified above for the purpose of providing occupational experience of instructional value. The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard-free conditions. The trainee will receive the same consideration given employees with regard to safety, health, social security, general work conditions and other policies and procedures of the firm. The employer will adhere to all State and Federal Regulations regarding employment, child labor laws and minimum wages, and will not discriminate in employment policies, educational programs, or activities for reasons of race, sex, color, religion, national origin, marital status, age or handicap. The employer further agrees to notify the coordinator of any violation pertaining to company policy prior to dismissal of the trainee.

TEACHER/COORDINATOR'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: The teacher/coordinator agrees to visit each trainee at the training station a minimum of once each grading period and will continue a close working relationship with the person to whom the trainee is responsible while on the job. The teacher/coordinator shall attempt to resolve any complaints through the cooperative efforts of all parties concerned. The local education office will keep each trainee's Training Agreement on file for three (3) years.

PARENT'S/GUARDIAN'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: Parents and/or guardian agree for the student to participate in Cooperative Education as provided by the public schools.

TRAINEE'S RESPONSIBILITIES IN COOPERATIVE EDUCATION: The trainee agrees to follow rules and guidelines established by the school, employer, and coordinator with regard to hours of work, school attendance, and reporting procedures. The trainee further agrees that the job station is an extension of the school's educational activities and that continued employment at this work station is directly related to satisfactory performance in school.

WE, THE UNDERSIGNED, have read this Training Agreement and understand the conditions and provisions contained therein.

Employer _____ Teacher/Coordinator _____

Parent/Guardian _____ Trainee _____

Form No. VOC 878.010
New Date 9-9-87

Distribution: White - School Yellow - Student Manila - Employer

PROVISIONS OF CHILD LABOR LAWS RELATING TO EMPLOYMENT OF MINORS

The employer is responsible for seeing that minor employees work the proper hours and in non-hazardous occupations.

PROOF OF AGE The employer must obtain and keep on file proof of the student's age. The certification of age on the reverse side of this form fulfills this requirement.

HOURS OF WORK Child labor laws include the following restrictions:

1. MINORS 16 AND 17 YEARS OF AGE WHO HAVE NOT GRADUATED FROM HIGH SCHOOL SHALL NOT BE PERMITTED TO WORK:
   - *(a) For more than six (6) consecutive days in any one week.
   - *(b) For more than thirty (30) hours in any one week EXCEPT during holiday and summer vacations.
   - *(c) For more than ten (10) hours in any one day.
   - (d) For more than five (5) continuous hours without a thirty-minute break.
   - *(e) Before 5:00 a.m. or after 12:00 midnight when school is scheduled for the following day.
   - (f) Before 5:00 a.m. or after 1:00 a.m. when there is no school the following day.
2. MINORS 14 AND 15 YEARS OF AGE SHALL NOT BE PERMITTED TO WORK:
   - (a) Before 7:00 a.m. or after 7:00 p.m. EXCEPT such minors may work until 9:00 p.m. from June 1 through Labor Day.
   - (b) For more than three (3) hours on any day when school is scheduled the following day.
   - (c) For more than eight (8) hours a day on non-school days.
   - (d) For more than five (5) continuous hours without a thirty-minute break.
   - *(e) For more than six (6) consecutive days in any one week.
   - (f) For more than 23 hours in a school week IF SUCH MINOR IS ENROLLED IN AN APPROVED SCHOOL SUPERVISED WORK EXPERIENCE PROGRAM.

     (NOTE: Minors who are not enrolled in such a program may work no more than 18 hours in any school week.)

     ** Exemptions may be granted by the superintendent of district schools on a hardship basis such as economic necessity, family emergency, or seasonal work.*

ALCOHOLIC BEVERAGES No person under 18 years of age, regardless of marital status, may be employed in or about any place where alcoholic beverages are manufactured or sold for retail, except:

1. Drug stores, grocery stores, and automobile service stations which sell beer or wine for consumption off premises only.
2. Hotel/motel employees engaged in work apart from the area where alcoholic beverages are sold.
3. Professional entertainers 17 years of age when school is not in session the following day.
4. Young citizens of the state, in the exempted status, in bona fide food service establishments where a suitable on-the-job training program has been submitted and approved, provided they do not participate in the preparation, sale, or service of alcoholic beverages.

HAZARDOUS OCCUPATIONS According to the Fair Labor Standards Act, NO MINORS may be employed in the following hazardous occupations except those indicated by two asterisks (**), when specified conditions are met:

1. Manufacturing and storing explosives.
2. Motor-vehicle driving and outside helper (some incidental use permitted; see federal child labor laws for exceptions).
3. Mining occupations.
4. Logging and sawmilling.
5. **Power-driven woodworking machines.
6. Exposure to radioactive substances.
7. Power-driven hoisting apparatus.
8. **Power-driven metal forming, punching, and shearing machines.
9. **Slaughtering, or meat packing, processing, or rendering.
10. Power-driven bakery machines.
11. **Power-driven paper products machines.
12. Manufacturing brick, tile, and kindred products.
13. Power-driven circular saws, band saws, and guillotine shears.
14. Wrecking, demolition, and ship-breaking operations.
15. **Roofing operations.
16. **Excavation operations.

**Student-learners who are 16 or 17 years old AND who are enrolled in a cooperative vocational training program under a recognized educational authority may be employed in these occupations, PROVIDED such student-learner is employed under a written agreement which provides:

- (a) That the work of the student-learner in the occupation particularly hazardous shall be incidental to the training.
- (b) That such work shall be intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person.
- (c) That safety instructions shall be given by the school and correlated by the employer with on-the-job training, and
- (d) That a schedule be prepared which states the organized and progressive work processes to be performed on the job.

IN ADDITION TO REQUIREMENTS OF THE FAIR LABOR STANDARDS ACT, THE FLORIDA CHILD LABOR LAWS PROVIDE THAT MINORS YOUNGER THAN 16 MAY NOT WORK IN THE FOLLOWING AREAS OR WITH THE FOLLOWING EQUIPMENT:

1. Any power-driven machinery, except light-duty lawn mowers.
2. Scaffolding or heavy construction work.
3. Oiling, cleaning, or wiping machinery, or shafting or applying belts to pulleys.
4. Operating emery or polishing machines.
5. Paint spraying.
6. Spraying insecticides or other toxic substances.
7. Alligator wrestling or work with snake pits or similar activities.

NOTE: This information is a compilation of some of the child labor requirements under the federal Fair Labor Standards Act and the Florida Child Labor Law, and is not intended to be comprehensive. Where the laws differ, the more stringent requirement is given. For more complete information, see the respective laws.

SCHOOL BOARD OF ALACHUA COUNTY
Vocational Education

1 2 3 4 5
Grading Period

EMPLOYEE PERFORMANCE EVALUATION

name of student trainee	name of high school	name of coordinator	name of program
name of company	student's job title	name of supervisor	supervisor's phone #

Part I. Employability Skills

Directions: The purpose of this evaluation is to provide feedback necessary to improve the student trainee's on-the-job performance. This evaluation will be one factor in determining the final grade that will be recorded on the student trainee's report card. Please use the following scale in recording your evaluation in each area.

Evaluation: 4 - Excellent, one of the best 3 - Better than average 2 - Average 1 - Poor 0 - Unsatisfactory, unacceptable NA - Not applicable

___ APPEARANCE: clean, well groomed

___ COMMUNICATION: uses correct English writing skills, speaks clearly, listens attentively

___ ATTITUDE: works well with others, shows enthusiasm, loyal to company, courteous to all

___ PUNCTUALITY: times tardy___

___ COOPERATION: accepts criticism, respectful to supervisors, cares for working area, avoids rash decisions

___ QUALITY OF WORK: neat, accurate, follows instruction, meets work specifications

___ QUANTITY OF WORK: consistent in work productivity, shows initiative

___ ATTENDANCE: times absent___

___ RELIABILITY: accepts responsibility, follows safety, security and/or sanitation procedures

___ APTITUDE FOR JOB: ability to learn job skills, interest in learning new skills

___ JOB KNOWLEDGE: ability to use equipment, materials, tools, etc.

___ HUMAN RELATIONS: ability to get along with others

ADDITIONAL COMMENTS: _____

PART II. Specific Job Skills & Knowledge

Skill or Knowledge	Evaluation

Signature of Supervisor _____ Date _____

Signature of Student Employee _____ Date _____

Signature of Coordinator _____ Date _____

Form No. VOC 878 009
New Date: 9-9-87

Distribution: White: School Yellow: Employer Pink: Employee

SCHOOL BOARD OF ALACHUA COUNTY
VOCATIONAL STUDENT ORGANIZATION

TRAVEL AUTHORIZATION FORM

- ☐ CECE
- ☐ FBLA
- ☐ FFA
- ☐ FHA/HERO
- ☐ FL/AIASA
- ☐ HOSA
- ☐ VICA

TO: Parents of all Vocational Student Organization (VSO) Members

FROM: _____ VSO Advisor

Approved by: _____ Principal/Designee

SUBJECT: Travel Authorization for School Year _____

Attached hereto and made a part hereof is a list of anticipated intra-curricular events for students in this Vocational Student Organization (VSO). These events are required as a part of their learning experiences in the vocational program.

There may be impromptu business and social meetings that are not on the attached list. This permission slip covers all school related trips taken by students in the VSO.

Please sign the form below so that your son/daughter may attend these events.

PERMISSION TO PARTICIPATE AND TRAVEL

_____ (Student's Name) has my permission to attend the listed events which have previously been approved by the school. It is my understanding that trips will be properly chaperoned, that all necessary precautions will be taken by the school and the School Board of Alachua County for the welfare of my child, and beyond this I agree that the school and those supervising will not be held responsible in the event of injury to my son/daughter.

I, the undersigned, as parent or guardian give consent for the participant identified herein to engage in activities as a representative of _____ High School and to accompany the VSO as a member on its trips.

_____
(Signature of Parent/Legal Guardian)

MEDICAL RELEASE

I, the undersigned, as the parent and/or legal guardian of _____ hereby consent to any and all medical and surgical treatments, including anesthesia and operations which may be deemed advisable by any qualified physician selected by agents or officials of the School Board of Alachua County. The intention is to grant authority to administer and to perform any examination, treatment, anesthesia, operation, and diagnostic procedure which may now or during the course of the patient's care be deemed advisable or necessary by any qualified physician. No action shall be taken until an attempt is made to contact me at the number(s) listed below.

Approved: _____
(Signature of Parent/Legal Guardian) (Relationship)

_____
(Street) (City and State) (Date)

_____
(Telephone - Home Work Other)

Medical Insurance Information:

_____
(Name of Company) (Policy Number) (Contract Number)

_____
(Street Address City State Zip)

Not Approved
As parent or legal guardian of the student listed below, I do not desire to sign the medical and surgical release form above.

_____
(Name of Student) (Signature of Parent/Legal Guardian) (Date)

. . . . . .

INSTRUCTIONS TO PARENT OR GUARDIAN

Complete the form, then sign in the presence of a Notary Public or School official as witness.

NOTARIZATION

Sworn to and subscribed before me on this the _____ day of _____, 19__.

_____
Notary Public
State of Florida at Large

My Commission Expires: _____

WITNESS - SCHOOL OFFICIAL

On _____ (date), I witnessed execution of the above.

_____
Principal/Designee

_____
Position

Form No. VOC 889 008 New Date 7/1/88 (Distribution: White - Student Yellow - Student Pink - Student)

SCHOOL BOARD OF ALACHUA COUNTY
COOPERATIVE EDUCATION
STUDENT AGREEMENT

COOPERATIVE EDUCATION is planned to develop a student academically, vocationally, economically, and socially. In doing this, there are definite rules that must be followed and responsibilities which must be assumed in order to implement the objectives of the program.

As a condition for acceptance into the cooperative education program, I, the cooperative education student agree:

1. **To attend school regularly and punctually.** Students who miss more than nine days during the semester risk losing their jobs and forfeiting credits for the program. Punctual and regular attendance in school and on the job is required.
2. **To assume the responsibility of notifying my employer and my coordinator in advance or by 10:00 a.m. in the event of a necessary absence.** Under no circumstance may students report to work on a day when they are absent from school without prior approval from the coordinator. A violation will result in lowering the on-the-job training grade one letter for each occurrence.
3. **To turn in my properly completed and signed time card by the fifth day of the following month.** Cooperative education students must maintain accurate time cards to document hours worked in order to receive credit.
4. **To accept guidance, counseling, and constructive criticism from the coordinator and the employer.** A student-coordinator conference is required for each grading period. Students are responsible for scheduling these appointments.
5. **To perform all my duties on the job in such a manner that will reflect credit on the program, the school, the employer, the coordinator, and me.**
6. **To satisfactorily complete all class assignments with initiative and to display a positive attitude on my job and in the classroom.** If the attitude, conduct, or work of students is not satisfactory, training may be discontinued and credit forfeited.
7. **To accept the assistance of the coordinator in locating training station opportunities.** Students may not seek or accept employment for on-the-job training without the knowledge and consent of the coordinator.
8. **To recognize that the coordinator and the employer are the authorities for making adjustments or changes in job training.** Students may not sever employment or change employers without the knowledge and consent of the coordinator. Difficulties regarding job training should be discussed with the coordinator.
9. **To attend the Employer-Employee Appreciation Banquet or Luncheon with my employer as my guest.**
10. **To comply with the appropriate dress code and to be well-groomed on the job, in the classroom, and on occasions when I represent my school and employer.**
11. **To keep a monthly budget.** Money management is an important part of the curriculum, and students are encouraged to maintain checking and/or savings accounts to aid in the management of their earnings.
12. **To take an active part in all club activities, including fund-raising events and all meetings of the vocational student organization.**
13. **To pay club dues of $** _____ per semester. First semester dues are to be paid by October 1; second semester dues are to be paid by February 1.
14. **To be employed by the end of the second week of school.** The coordinator has the authority to request a schedule change for unemployed students.

I have read and understand the above requirements for this year-long commitment.

Student's Signature _____ Date _____ Parent's Signature _____ Date _____

Distribution: White - Coordinator
Canary - Student
Pink - Employer
Goldenrod - Parent

Form No. VOC 88A 00*
New Date: 7/1/88

School Board of Alachua County
Cooperative Education

ON-THE-JOB TRAINING GRADE

Student Name _____
Grading Period 1 2 3 4

EMPLOYEE PERFORMANCE EVALUATION	COORDINATOR'S EVALUATION
A 50 B+ 45 B 43 C+ 40 C 38 D+ 35 D 33 Total Possible Points: 50 Points Earned _____	Conference with Supervisor _____ _____ Coordinator's Observation _____ _____ Total Possible Points 20 Points Earned _____
PAPERWORK	**FAILURE TO NOTIFY COORDINATOR OF ABSENCE ON SCHOOL DAYS**
Time Card _____ Time Card _____ Time Card _____ (On time full credit; late partial credit) Total Possible Points 50 Points Earned _____	Dates Not Notified (-5) _____ _____ _____ _____ _____ _____ Total Possible Points 15 Points Earned _____

BONUS POINTS _____

Working on days you are absent from school will result in lowering the OJT grade one letter grade for each occurrence and may result in termination.

Failure to turn in ALL time cards will result in an "F" for the grading period.

_____ _____
(Student's Signature) (Date)

_____ _____
(Teacher's Signature) (Date)

NINE WEEKS AVERAGE GRADE _____

Form No. VOC 889-018
New Date 4-24-89

SCHOOL BOARD OF HILLSBOROUGH COUNTY

Cooperative Education Program

_____ 19____
Month

JOB TRAINING ATTENDANCE RECORD

Name of Student _____

School _____

Training Agency _____

Hourly Rate _____

Date	Arrived	Left	Arrived	Left	Hours

TOTAL HOURS _____ TOTAL PAY _____

Date	Arrived	Left	Arrived	Left	Hours

TOTAL HOURS _____ TOTAL PAY _____

Date	Arrived	Left	Arrived	Left	Hours

TOTAL HOURS _____ TOTAL PAY _____

Date	Arrived	Left	Arrived	Left	Hours

TOTAL HOURS _____ TOTAL PAY _____

Date	Arrived	Left	Arrived	Left	Hours

TOTAL HOURS _____ TOTAL PAY _____

Total Hours Month _____ Total Wages Month _____

_____
Student

_____
Training Supervisor

Performance Satisfactory ____ Conference Requested ____

SB 40500 (REV 4-88)

This is to certify that

_____
SIGNATURE OF STUDENT

IS A COOPERATIVE EDUCATION STUDENT

AT _____ HIGH SCHOOL

FOR THE YEAR OF

SCHOOL BOARD OF HILLSBOROUGH COUNTY
COOPERATIVE EDUCATION PROGRAM

JOB SEARCH CARD

This is to introduce _____,

a cooperative education student at _____

High School, who is seeking part-time employment or training

in pursuit of his/her occupational goal.

Please verify that you have interviewed this student for the

position of _____

_____
Name - Typed or Printed

_____
Signature

_____
Name of Firm

_____
Address

_____
Phone

_____
Date

This should not be interpreted as a binding agreement to hire this student.

SB 40100 (4/88)

COOPERATIVE EDUCATION

Student _____ Month _____

BUDGET ESTIMATES

MISC. _____ SAVINGS _____ FOOD _____ SCHOOL EXPENSE _____ CLOTHING _____ TRANSPORTATION _____ DUES, GIFTS, CHARITY _____ ENTERTAINMENT _____

	INCOME RECORD					EXPENSE RECORD							
DATE	NET EARNINGS COOP. TRAIN.	GIFTS OR ALLOW. OTHER EARNINGS	TOTAL	MISCELLANEOUS ITEMS	AMOUNT	SAVINGS	FOOD	SCHOOL	CLOTHING	TRANS.	DUES. GIFTS	ENTER-TAINMENT	TOTAL
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
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25													
26													
27													
28													
29													
30													
31													
TOTALS													

INCOME _____

EXPENSES _____

BALANCE ON HAND _____

F M . 41000

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
COOPERATIVE EDUCATION PROGRAM

EMPLOYER'S EVALUATION OF COOPERATIVE EDUCATION STUDENT

Training Station: _____

Job Title: _____

Student: _____

Period Covered: _____

5 points — outstanding
4 points — good
3 points — average
2 points — only fair
1 point — poor

Progress of Training	5	4	3	2	1
Attitude Toward Work	5	4	3	2	1
Cooperation	5	4	3	2	1
Quality of Work	5	4	3	2	1
Personal Appearance	5	4	3	2	1
Ability to Organize Work	5	4	3	2	1
Ability to Meet Schedule	5	4	3	2	1
Attendance	5	4	3	2	1

COMPETENCIES OR JOB SKILLS TO BE EVALUATED

_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

COMMENTS:

THIS REPORT HAS BEEN DISCUSSED WITH THE STUDENT ☐ YES ☐ NO

SIGNED: _____ DATE _____

NOTE: Use back for additional competencies or job skills if needed.

(S 41100 Rev. 4-89)

COMPETENCIES OR JOB SKILLS TO BE EVALUATED

_____	5	4	3	2	1
_____	5	4	3	2	1
_____	5	4	3	2	1

SCHOOL BOARD OF HILLSBOROUGH COUNTY

COOPERATIVE EDUCATION
(DCT, CBE, M/DE, CHOE)

STUDENT'S AGREEMENT

(To Be Signed Prior To Acceptance For Cooperative Training)

The Cooperative Training Program is planned to develop a student academically, economically, and socially. In doing this, there are definite things that must be done. There are responsibilities the student must realize and agree to cooperate in carrying out to the fullest extent.

As a condition for acceptance into the Cooperative Training Program, I therefore agree to the following:

1. To notify my coordinator of any medical problems I might have.
2. To be regular in attendance at school and on the job.
3. To be on time at school and on the job.
4. To notify my employer in advance in case of necessary absence.
5. To attend a class scheduled before the regular school day if it is deemed necessary by the coordinator.
6. To accept counseling and guidance from the coordinator cheerfully.
7. To know that absence from school means absence from on-the-job training the day involved.
8. To perform related assignments with earnestness and sincerity.
9. To perform all my duties in a creditable manner.
10. To carry out my training on the job in such a manner that I will reflect credit upon myself and the program.
11. To know that the coordinator is the recognized authority for making adjustments or changes in the training on the job.
12. To know that if my conduct or work is not satisfactory that my training can be discontinued and I will fail the course.
13. To know that I must continue my training throughout the semester or lose my credit.
14. To attend the Employer-Employee banquet with my employer as my guest.
15. To attend Parent-Student Reception and Early Bird Breakfasts.
16. To attend all Club Meetings unless previously excused by the coordinator.
17. To attend the District Meeting which is held once a year.
18. To pay Local, State and National dues by the end of first semester. $37.00

Student's Signature _____

Date _____ Parent's Signature _____

SB 40300

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
COOPERATIVE EDUCATION PROGRAM

APPLICATION

I would like to be considered for the Cooperative Education Program checked below.

PICTURE

1. FASHION MARKETING _____
Fashion Marketing is designed to provide instruction for entry level employment in the fashion industry. The content includes orientation to employment skills, selling, human relations, fashion show production, communication, and career planning as related to the fashion industry.

2. MARKETING EDUCATION _____
Marketing Education is a program of instruction in merchandising, marketing,and management which trains people for careers in retailing, wholesaling and service establishments. It is a partnership between schools, owners,and managers of business.

3. DIVERSIFIED COOPERATIVE TRAINING _____
The Diversified Cooperative Training (DCT) Program is a program of instruction covering all areas of business and industry. On-the-job training is arranged with the student's interest, aptitude and/or qualifications taken into consideration and with classroom and on-the-job instruction coordinated for maximum learning.

4. COOPERATIVE DIVERSIFIED EDUCATION _____
Cooperative Diversified Education is open to seniors only. C.D.E. is designed to provide supervised on-the-job training for selective placement based on the student's occupational program, and the development and evaluation of occupational competencies. Job-related instruction must have been provided in a job preparatory program for a minimum of one semester prior to enrollment in the C.D.E. Program (or the student must be presently enrolled in a job preparatory program).

Name _____

Address _____ Sex _____ Age _____ Ht _____ Wt _____

D.O.B _____ Phone # _____ S.S. # _____

Do you have any physical defects? _____ If so, please explain _____

_____

Father's Name _____ Occupation _____

Father's Place of Employment _____

Mother's Name _____ Occupation _____

Mother's Place of Employment _____

(B.412(M) Rev. 4-89)

Number in family (include self) _____ Brothers _____ Sisters _____ Others _____

Have you ever failed a subject? _____ What? _____ Do you have a "C" average? _____

How many units do you have? _____ Do you enjoy extra curricular activities? _____

What club, school or class offices have you held? _____

_____

What are your plans after high school? _____

_____

What specific type of on-the-job training do you PREFER? (Name first and second choice.)

1 _____ 2 _____

Why do you prefer choice No. 1? _____

Why do you prefer choice No. 2? _____

What type of work experience have you had? _____

_____

Who recommended Cooperative Education to you? _____

No. absences last year _____ This year _____ Give reasons for your absences: _____

_____

Would you be interested in summer employment? _____

If you are approved for one of the cooperative education programs, what means of transportation will you have available?

My own car _____

Bus _____ Other _____

_____ _____ _____ _____
(Signature of Student) Date (Signature of Father) Date

_____ _____ _____ _____
(Signature of Guardian) Date (Signature of Mother) Date

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
COOPERATIVE TRAINING

TRAINING AGREEMENT

_____ (Training Agency) will permit _____ (Student) to be employed in their business for the purpose of gaining practical knowledge and experience in the occupation of _____. The training will be provided in accordance with the following conditions:

THE EMPLOYER AGREES TO:

1. Employ the student for an average of _____ hours per week and pay the student at the same rate as any other beginning employee in the same job.

   The beginning rate of pay will be _____
2. Provide training of the student in accordance with the Training Plan.
3. Provide instruction in safe and correct procedures and supervise the student's work.
4. Work with the teacher/coordinator to insure the best possible training.
5. Evaluate the student's performance on a regular basis.
6. Consult with the teacher/coordinator if dismissal or layoff is anticipated. Conferences about unsatisfactory situations should be held to avoid dismissals.
7. Permit the teacher/coordinator to regularly review the progress of the student.
8. Provide coverage for the student under Worker's Compensation Act.

THE STUDENT AGREES TO:

1. Work for the employer in order to receive training and experience.
2. Demonstrate an interest in the job and cooperate with all persons involved in training.
3. Adhere to all rules and regulations of the business and act in an ethical manner at all times.
4. Attend a minimum of one hour of supervised related program instruction per day.
5. Inform the employer and the teacher/coordinator in the event of illness or emergency that prevents attendance.
6. Develop knowledge and skills necessary to become an effective employee of the business.
7. Be punctual and in attendance on-the-job and at all specified meetings.
8. Not voluntarily quit/resign a job without previous authorization from the employer and the teacher/coordinator. If the student does so without proper authorization, he/she will be automatically withdrawn from the program and/or will receive a failing grade for work.
9. Maintain an accurate daily record of hours worked. This information must be submitted to the teacher/coordinator no later than the last working day of each month.
10. Understand that the teacher/coordinator is the recognized authority for making adjustments or changes in the on-the-job training. This same principle applies regardless of whether or not the student obtained his/her own job.

GENERAL POLICIES:

1. Regular conferences will be held by the training sponsor, student, and the teacher/coordinator to discuss the student's progress.
2. The teacher/coordinator will offer related instruction in school and coordinate the school activities and on-the-job training.
3. This cooperative education program will not in any way, interfere with company policy.

Student _____ Social Security # _____

Teacher/Coordinator _____ Date _____

Parent/Guardian _____ (if applicable) Training Sponsor _____

Beginning date _____ Termination date _____

NOTE: After all signatures are obtained, make a copy for the employer.

SB 8040(12-88)

IN-COUNTY (VICINITY) TRAVEL PROCEDURES

Please take the following information and place it where you can see it often--in as much as many of you travel almost daily. PLEASE NOTE--THESE ARE STANDARD PROCEDURES.

1. Work Location: Use your school site number (Ex.: 9541).

2. Period Ending: Give the month of travel (Ex.: November, 1989).

3. Fill in your social security number.

4. Total Amount Claimed: On page one only of your travel--this column should indicate the total amount of all pages.

   If your travel is less than $10.00, you may add it to the following month's travel.

   If your travel is more than $10.00, you must turn it in each month.

5. Places Visited: List place(s) visited and address (Ex.: Armwood H.S. - Burger King, 202 E. Lake; - McDonald's - 167 E. Lake; - Armwood H.S.).

6. Odometer Readings: State your beginning and ending odometer reading.

   In-county travel forms which have mileage recorded from a trip meter must have a statement (either typed or handwritten) on the form: "I certify the mileage recorded on this form was obtained with the use of a trip meter."

   _____
   Signed by traveler Date

7. Purpose or Person Visited: Cooperative Education teachers must list the purpose of the visit and give the first and last name of the person visited. (Ex.: Job Contact - Mr. Henry Walters.) Do not use ditto marks on this form.

8. A COPY OF YOUR TRAVEL IS DUE IN MY OFFICE BY THE 15TH OF THE FOLLOWING MONTH. (Ex.: November travel due on or before December 15.)

9. If you are combining two months of travel, we must have a memo stating this by the 15th of the following month.

10. If you are not claiming any travel for the month, you must complete a Weekly Field Report. This report is due in my office by the 15th of the following month.

11. Please be sure that the copy of your travel sent to our office is LEGIBLE and that it is signed by your principal.

If you have any questions concerning the above, please do not hesitate to call.

jm

351

ARD

NAME LAS FIRST MI

EMP NO | WORK LOCATION | PERIOD ENDING

RFP NPO REFERENCE NO

SITE	FUND	FUNCTION	OBJECT	PROGRAM	PROJECT	B/ACCT	LINE	SOCIAL SECURITY NUMBER	INVOICE NO	TOTAL AMOUNT CLAIMED
6 11	12 14	15	33100 ACCOUNT NUMBER 23	24 27	28 30	44 48	51 52	53 61	62 66	71 78

DATE	PLACES VISITED	ODOMETER READINGS START	ODOMETER READINGS END	MILES	PURPOSE OR PERSON VISITED	PARKING AND TOLLS

CLAIMANT'S SIGNATURE | APPROVED BY SUPERVISOR | TOTAL | RATE MILE | MILEAGE REIMBURSEMENT | TOTAL

SCHOOL BOARD OF HILLSBOROUGH COUNTY FLORIDA

SB 00076 VICINITY TRAVEL REIMBURSEMENT CLAIM

WHITE PAYROLL
YELLOW SUPERVISOR
PINK CLAIMANT

PAGE OF

PAGE TOTAL

60

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SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
COOPERATIVE EDUCATION
STUDENT EMPLOYMENT

_____ Semester_____ Year_____ _____
SCHOOL PROGRAM

M	F	STUDENT'S NAME	PLACE OF EMPLOYMENT BUSINESS NAME & COMPLETE ADDRESS	EMPLOYER'S PHONE	NAME OF IMMEDIATE SUPERVISOR

COPIES: 1 - Original-Area Supervisor; 1 - Teacher

List all students enrolled in program--employed and unemployed

SB 77001

_____
Teacher Signature

SCHOOL DISTRICT OF HILLSBOROUGH COUNTY, FLORIDA
DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
COOPERATIVE EDUCATION

STUDENT EARNINGS

_____ Semester_____ Year_____ _____
SCHOOL PROGRAM

STUDENT'S NAME	OCCUPATION	TOTAL HOURS WORKED	TOTAL EARNINGS	AVERAGE WAGE PER HOUR

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/07/90/1100 12345789/90 DO 133 BK 90

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

DIVERSIFIED COOPERATIVE TRAINING

(1098.8610CP)

STUDENT'S NAME

State of Florida

An affirmative action/equal opportunity employer

DEPARTMENT OF EDUCATION
Betty Castor, Commissioner

DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION
Robert S. Howell, Director

INDUSTRY-BASED PARTNERSHIP PROGRAMS: The State of Florida is committed to the development of industry-based partnership programs, designed by education and industry to respond to industry's demand for a highly skilled work force.

PRODUCED BY

The Center for Instructional Development and Services
College of Education
Florida State University

FOR FURTHER INFORMATION, CONTACT

Bureau of Vocational Program and Staff Development
Division of Vocational, Adult, and Community Education
Department of Education
Florida Education Center
Tallahassee, FL 32399
(904) 488-0484

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THIS MERIT ACHIEVEMENT PLAN RECORDS THE ACHIEVEMENTS OF:

Student's Name _____

Student's ID Number _____

Student's Address _____

_____

Instructor's Name _____ Initials _____

School _____

_____

Date Started _____

ACKNOWLEDGMENTS

The following business/industry representative is recognized for her valuable contributions to the identification and validation of the competencies reflected in this MAP:

Ellen Basoco, Southern Medical Group, Tallahassee

The Division of Vocational, Adult, and Community Education expresses appreciation to the following educators in Diversified Cooperative Training programs throughout the state who reviewed the standards included in this MAP.

Cecilia Andress, Eastside High School, Gainesville
Anne Boyd, East Lake High School, Tarpon Springs
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Alice Grant, Pensacola High School, Pensacola
Elaine Graziano, Evans High School, Orlando
Fred Grimes, Southwest Miami Senior High School, Miami
Marilou C. Grimes, L. M. Lively Area Vocational-Technical Center, Tallahassee
Mona Hobbs, Northeast High School, Oakland Park
Michele Sonnenfeld, King Senior High School, Tampa

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OVERVIEW

This Career MAP includes the competencies required for entry into the work force as a diversified cooperative trainer. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the co-op instructor/employer to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form and the cooperative work experience page in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

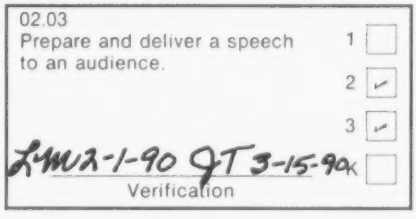
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

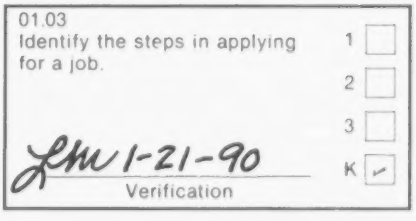
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE EMPLOYABILITY SKILLS.

01.01 Identify the sources used in a job search. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.02 Identify appropriate dress and grooming. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.03 Identify the steps in applying for a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.04 Identify documents that may be required when applying for a job. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.05 Prepare a resume and letter of application. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.06 Complete a job application form and a W-4 form correctly. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.07 Demonstrate competency in job interview techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.08 Identify acceptable work habits and work ethics. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.09 Demonstrate knowledge of how to make job changes appropriately. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
01.10 Identify elements of a healthy life-style. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	01.11 Describe child labor laws 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC COMMUNICATION SKILLS.

02.01 Explain the importance of effective communications. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.02 Identify methods to improve speaking skills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	02.03 Prepare and deliver a speech to an audience. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

02.04
Identify methods to improve listening skills.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

02.05
Identify methods of nonverbal communications.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

02.06
Demonstrate appropriate business language in placing and receiving telephone calls.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

02.07
Write effective business letters and memorandums.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

02.08
Carry out written and oral instructions.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

02.09
Participate in large and/or small group discussion.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.0 DEMONSTRATE PROFICIENCY IN APPLYING BASIC MATH SKILLS.

03.01
Prepare a Federal Income Tax form.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.02
Specify the difference between gross pay and net pay.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.03
Describe the deductions that may be made from a paycheck.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.04
Prepare a budget.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

03.05
Demonstrate banking skills.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

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Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

04.0 DEMONSTRATE LEADERSHIP SKILLS.

04.01 Describe the qualities of an effective leader. 1 2 3 K Verification	04.02 Explain the different types of leadership. 1 2 3 K Verification	04.03 Identify the opportunities available for the development of leadership skills. 1 2 3 K Verification
04.04 Demonstrate the appropriate use of parliamentary procedure. 1 2 3 K Verification	04.05 Identify purposes and functions of professional and youth organizations. 1 2 3 K Verification	04.06 Identify roles and responsibilities of members. 1 2 3 K Verification
04.07 Work cooperatively as a group member to achieve organizational goals. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

05.0 DEVELOP INTERPERSONAL, PROBLEM-SOLVING, AND DECISION-MAKING SKILLS.

05.01 Describe the basic nature of self-understanding. 1 2 3 K Verification	05.02 Define and identify positive personality traits. 1 2 3 K Verification	05.03 Identify behavior that promotes effective human relations. 1 2 3 K Verification
05.04 Identify appropriate responses to criticism. 1 2 3 K Verification	05.05 Demonstrate the steps necessary for solving problems and making decisions. 1 2 3 K Verification	05.06 Set personal goals and develop a plan of action to achieve those goals. 1 2 3 K Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

06.0 DEMONSTRATE PROFICIENCY IN APPLYING TECHNICAL SKILLS.

06.01 Define basic computer terminology. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.02 Operate a computer by performing the steps necessary to produce a hard copy. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.03 Identify electronic equipment which influences communications skills in the workplace. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.04 Identify electronic equipment which influences computational skills in the workplace. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

07.0 DEMONSTRATE COMPETENCY IN A SPECIFIED OCCUPATIONAL AREA.

07.01 Identify the job tasks that must be performed in the specified occupation (training plan). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.02 Demonstrate knowledge in the specified occupation (job-specific, in-school instruction). 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.03 Identify safety procedures in the specified occupation. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
07.04 Maintain appropriate employment records. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.05 Identify the organizational structure for the specified occupation. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.0 UNDERSTAND THE IMPORTANCE OF PERSONAL CAREER GROWTH.

08.01 Assess personal abilities and interests. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.02 Explain the relationship between life roles and careers. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.03 Explain the continuous change in male and female roles, and how these changes affect career decisions. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.04 Identify a career objective. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.05 Identify sources of information concerning a career. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.06 List the skills, attitudes, and information needed for a successful career. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.07 List the rapid changes occurring in the workplace. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.08 Identify the long-range outlook for various careers. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.09 Explain the importance of updating occupational skills and knowledge through continued education and training. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.0 DEMONSTRATE AN UNDERSTANDING OF BASIC ECONOMIC AND ENTREPRENEURSHIP PRINCIPLES.

09.01 Describe our economic system. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.02 State how forces in our mixed economy affect business. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.03 Identify and compare the various types of business ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.04
List the purposes of unions.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.05
Explain the benefits of Social Security and the manner in which it is funded.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.06
Assess the effect of credit in our economic system.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.07
Identify how economic losses are shared through insurance.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.08
Define entrepreneurship.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.09
Describe the importance of entrepreneurship to the American economy.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.10
List the advantages and disadvantages of business ownership.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.11
Identify the risks and responsibilities of business ownership.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.12
Describe the procedures involved in organizing a business.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.13
Identify the necessary personal characteristics of a successful entrepreneur.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

09.14
Identify the business skills needed to operate a small business efficiently and effectively.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

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Verification

1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.0 PERFORM DESIGNATED JOB SKILLS.

10.01
Demonstrate job-performance skills as outlined on training plan.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.02
Apply safety procedures on the job.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.03
Display an acceptable level of productivity.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.04
Demonstrate appropriate dress and grooming habits.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.05
React appropriately to constructive criticism.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.06
Communicate effectively with customers and clients.
1 ☐ 2 ☐ 3 ☐ K ☐
Verification

10.07 Communicate effectively with employer and co-workers. 1 2 3 K
Verification

10.08 Demonstrate initiative. 1 2 3 K
Verification

10.09 Demonstrate decision-making and problem-solving skills. 1 2 3 K
Verification

10.10 Demonstrate punctuality and reliability by working as scheduled. 1 2 3 K
Verification

10.11 Demonstrate interest and enthusiasm for the job and for the training station. 1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
Verification

11.0 DEMONSTRATE WORK ETHICS.

11.01 Demonstrate ethical practices (e.g., honesty and integrity). 1 2 3 K
Verification

11.02 Follow directions. 1 2 3 K
Verification

11.03 Interact professionally with employer and co-workers. 1 2 3 K
Verification

11.04 Interact professionally with customers and clients. 1 2 3 K
Verification

11.05 Display a positive attitude toward the job. 1 2 3 K
Verification

11.06 Demonstrate loyalty to the training station. 1 2 3 K
Verification

1 2 3 K
Verification

1 2 3 K
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1 2 3 K
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1 2 3 K
Verification

DIVERSIFIED COOPERATIVE TRAINING

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

DIVERSIFIED COOPERATIVE TRAINING

COOPERATIVE WORK EXPERIENCE COMPETENCIES

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____

Signature _____

Title _____

School Name _____

School Address _____

Initials _____

Signature _____

Title _____

School Name _____

School Address _____

Initials _____

Signature _____

Title _____

School Name _____

School Address _____

COOPERATIVE WORK EXPERIENCE

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative work experience with the following employers, as shown below.

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

NOTES

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

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